

Small Arms and Light Weapons



Overview:

Students will gain an understanding of the history of global proliferation and misuse of small arms and light weapons to encourage student reflection on the resulting implication for national, global and human security. Furthermore, students will be encouraged to examine both the national and the international responses to the issue and explore future action that could be taken.

Objectives/Expectations:

By the end of these lessons the student will:

- analyze the rationale for gun ownership, use, and restrictions
- have a basic understanding of the connections between the rise in use, sophistication of, and supply of small arms, and fatalities
- identify the current situation
- identify the range of actions, with their successes and challenges, in the campaign to ban small arms and light weapons
- investigate Canada's domestic policies on gun control and supporting legislation
- understand that change occurs through the efforts of individuals, groups, and institutions on local, national, and global levels
- examine the wide range of possibilities for taking personal action on an issue

Duration: Two class periods

Materials required:

- photocopies of case studies (if they are assigned)
- Internet access (if research questions are being assigned)
- Teachers may wish to visit the United Nations website to learn more about the UN before teaching this lesson:
<http://www.un.org/Pubs/CyberSchoolBus/index.html>

Related Resources:

A list of film/video resources, books, magazines, articles, images, and related agencies is included in each module on the website.

<http://www.unac.org/en/projects/disarmament/index.asp>

Key Terms (defined within the lesson itself):

- Small arms
- Light weapons
- Child soldier
- Embargo
- Treaty
- Human Security

Interdisciplinary Connections:

Geography- On a map, locate all the countries in the world where child soldiers are fighting in wars.

Sample maps can be found at:

<http://www.ploughshares.ca/content/ACR/ACR00/ACR00.html>

Mathematics - Create a graph of the world's importers and exporters of small arms and light weapons.

Drama- Create a role-play of the impact of violence and guns in society.

Law- Trace the changing gun control laws within Canada and the reason for strengthening these laws.



Food for Thought

1.1 Reflective Quotes for Students

"The death toll from small arms dwarfs that of all other weapons systems – and in most years greatly exceeds the toll of the atomic bombs that devastated Hiroshima and Nagasaki. In terms of the carnage they cause, small arms, indeed, could well be described as weapons of mass destruction. Yet there is still no global non proliferation to limit their spread". *Kofi Annan*

"If a gun is on the mantle in the first act, it must go off in the third." What does this mean?

Playwright Anton Chekhov

" I would have preferred to have invented a machine that people could use and that would help farmers with their work - for example a lawnmower"

Mikhail Kalashnikov, 2002 inventor of the AK 47

1.2 Time It Activity

Ask a student to set their watch to beep every minute. Every time it beeps, put a red sticker on a student in the class. After several minutes, let the students know that the red dot signifies someone who has died because of gun violence. One person dies per minute.

1.3 Film Study



If you have access to an infocus projector, and an Internet connected computer, visit the following website and download this short film clip. You will need a flash player installed on your machine. Show the film to the students.

<http://www.controlarms.org/downloads/video1.htm>

Post viewing Discussion Questions

1. Were these statistics shocking to you? Why/why not?
2. Discuss the images seen and how they made you feel?
3. What techniques did the filmmaker use to grab the viewer's attention?
4. Could this film move you to action? Why/why not?



Content

2.1 Think Locally – Discussion Questions

Questions can be presented:

- orally by the teacher for a class discussion
- as a prior knowledge assignment to be completed individually or in small group
- as a written exercise
- as interview questions
- #5 could be a creative writing exercise

Some sample answers are below the questions.

See the Coalition for Gun Control's website for further information

www.guncontrol.ca/Content/GuncontrolLaws.html (as in Sec 2.11). A blackline master of these questions is presented on page 5.

1. *Who is eligible to own guns in our society?* (in Canada all guns require a permit now)

- individuals (hunting) over the age of 18
- individuals over the age of 18 (protection/gun club use)

2. *Why do we put an age requirement on gun ownership?*

- to increase our feelings of security.
- the user of the gun can be held accountable for actions
- it is a weapon and has the potential to gravely harm others
- in hopes of preventing needless accidents

3. *What other restrictions do we put on gun ownership?*

- waiting period
- criminal background check
- limit on the type of weapon you can own (no assault weapons)

4. *Do you think restrictions work? Why/why not?*

5. *How might the feeling of security be affected if everyone had guns?*

2.1.1 🍁 Think Locally – Questions

1. Who is eligible to own guns in our society?
2. *Why do we put an age requirement on gun ownership?*
3. *What other restrictions do we put on gun ownership?*
4. *Do you think restrictions work? Why/why not?*
5. *How might the feeling of power be affected if everyone had guns?*

2.2 🌍 Think Globally

1. If there is no global arms control, do you think local arms control have a significant impact? Why/why not?

2.3 Small Arms – The Problem

Glossary

Small arms are those weapons designed for personal use. They include:

- Revolvers and self-loading pistols;
- Rifles and carbines;
- Sub-machine-guns;
- Assault rifles;
- Light machine-guns;

Light weapons are those designed for use by several persons serving as a crew. They include:

- Heavy machine-guns;
- Hand-held under-barrel and mounted grenade launchers;
- Portable anti-aircraft guns;
- Portable anti-tank guns, recoilless rifles;
- Portable launchers of anti-tank missile and rocket systems;
- Portable launchers of anti-aircraft missile systems;
- Mortars of calibres of less than 100 mm;

Source: Report of the Panel of Governmental Experts on Small Arms

The excessive supply of arms and the illegal trading and smuggling of arms are problems for individual nation states, as well as for the world.

Small arms pose a huge threat to national and international security in war torn and peaceful countries alike. Guns wound and kill individuals and serve as devices to frighten and terrorize; it is very difficult to build and sustain progress when people are fearful for their lives. As a result, countries that suffer from gun violence are often stunted in development.



Image Source: Control Arms Campaign <http://www.controlarms.org/>

2.4 The Demand for and the Supply of Arms



2.4.1 The Demand for Small Arms: Discussion Question

What factors lead a person to own small arms?

On the demand side, it is extremely important to ask why so many individuals and nations feel the need to possess arms.

A Boy Demonstrating How He Protects His Family During War



Image Source: ICRC 01/02/1999 CICR/KAPETANOVIC, M.

There are many reasons for a person's desire to own small arms.

They include:

- to exert power over others
- self-protection due to lack of security provided by government; corrupt or ineffectual police forces
- accepted culture norms of civilians possessing guns
- for vengeance, if past violence has been suffered
- to be seen as a person of great status

The demand for guns is often linked with much more complex social issues such as: extreme poverty, political instability, civil war, gang related activities, government and police corruption, and a lack of social programs and educational opportunities.

This means that the solution to the problem of the demand for arms must be coordinated with a complex set of solutions that address not only the guns themselves but the economic and social development of the country as well.

2.4.2 The Supply of Small Arms



Image Source: ICRC 04/2000 CICR/BLEICH, Marc

Why are arms increasingly easy to access and what can be done to put an end to this dangerous trend?

A History of the Changing Nature of Warfare

“The nature and tools of war have changed dramatically in the last 100 years, in comparison with the past. Before the 20th century, few countries maintained armies of more than 50 000. These armies used weapons that sought to injure mainly soldiers engaging in warfare. In fact, before the 1900s, most of the people killed or injured in wars were the soldiers themselves. Throughout the 20th century, war became a struggle that involves entire societies of people. Weapons became increasingly sophisticated and destructive... As a result, the 20th century was the most militarized and bloodiest period in human historyⁱⁱⁱ.”

Wars	Soldiers	Dead
WW1	63 million	10 million
WWII	107 million	30-60 million
Cold war, Nation war, Liberation wars ^{iv}		100 million

In virtually all conflicts that have erupted since 1990 the principle or exclusive weapons system used, have been small arms and light weapons.ⁱⁱⁱ “Many millions of small arms are in existence and are in circulation around the globe. Many thousands more are manufactured each day in both the developed and the less developed world^{iv}.” Just as the microwave has made cooking quick and easy, the new class of small arms has done the same in the world of killing. It is much easier to kill a

greater number of soldiers and civilians. This means it is extremely dangerous when arms fall into the wrong hands.

When conflicts end, arms continue to pose threats because they remain in stockpiles. They can be easily accessed if conflicts flare up again and this threat can prevent nations from being able to rebuild. In many countries, weapons have been circulating from one conflict to another. This means they are all too readily accessible. They are also cheap because they are in plentiful supply.

As well, because the nature of war has changed and many of today's conflicts are not waged between armies on battlefields, but paramilitary groups, warlords, rebel groups, access to small arms and light weapons is relatively easy. "It's not just unlawful killings during wartime that is on the increase. Military and security equipment is being misused by soldiers, paramilitaries, and police to kill, wound, and commit terrible atrocities against civilians during peacetime too". The number of incidences of domestic use of firearms, individual shootings, and the use of weapons by civilians is also on the rise^v.



2.5 Reflection Questions

1. *Why is the demand for guns often linked to other social and economic issues? What does this mean?*
2. *Why is the 20th century the bloodiest period in human history?*
3. *Why is it significant that guns are in greater supply and cheaper today than ever before?*
4. *What can be done about the existing stockpiles of weapons in conflict zones?*

2.6 Case Studies: Child Soldiers



In many countries in the world, children are being forced into armed conflict. They must leave their homes and families and are forced to join and fight in the civil wars that rage in their countries. They are forced to become child soldiers. Child soldiers are "children under the age of 18 who directly or indirectly participate in a military or political armed conflict".^{vi}

Read the following poem written by a former child soldier. Imagine what life might be like, if you were born on another side of the world.



Discussion Questions

1. When you read this poem, what stands out for you? How does the poem make you feel emotionally and intellectually?
2. What do you think he means by elders? Who is an elder in your community?
3. Do you think these children should be held accountable for their actions if they are forced into this life? Why/why not?
4. Does your decision change if they voluntarily joined? Why/why not?
5. Does it change knowing they are forcibly injected with drugs? Why/why not? How do you think child soldiers would feel about children who voluntarily inject themselves with drugs and choose a life of violence?

I Will Lay Down the Arms now!!

When I was drugged and injected with cocaine,
Forced to join the war of stains
Brainwashed often and again,
I would have told you I have so much to gain
With the heavy arms I lug at war.
And to convince me out of it, I will say
don't bother!!
Conscripted away from my mother and father
to shoot and murder another
I cannot go any further,
with this shooting and killing that has no border.
Forgive me now if I injured your brother.
I was forced to pull the trigger
By elders who made my childhood wither.

Rashid Peters,
iEARN Sierra Leone,
Age 15 years
<http://www.childsoldiers.org/>

Research Question

1. What do you think the long-term prospects are for reintegrating these children into society? Investigate a reintegration program to learn about the challenges and outcomes.

My Life As a Child Soldier



Written by: Ulric Quee iEARN-Sierra Leone Freetown. Reproduced with permission.

It was around 6:00 am when our town was attacked by armed men all dressed in black t-shirts and black jeans. they were in hundreds and some of these men speak foreign languages. Then my father called me and said that now that the rebels are we should try to live this town and head for another nearby village. We set off for the next village and we worked approximately 6 miles, at that time I was only 9 years old. Unfortunately for us very close to this village we

met a small group of men and they opened fire on us. In this I lost my dad and mom and I was the only one left. what should I do and where must I go. I know nothing and I cried all night alone in this very dense forest.

I left about 8:00 pm to continue my journey. I walked for about an hour having nothing to eat or drink then I suddenly saw a stream. I was drinking then I was surrounded by tall huge men and the one yield at me " What are you doing here you small boy you're a spy I'm going to kill you now." With these words I started trembling, then he said "Are going to join us or choose to die" then I say whatever you want to do with me I'm willing. I was then taken to their main base in that region and I was tied up for one week eating dry Cassava and drinking filthy water. One man who was living in my village and was one of them pleaded that they should let me go. and since that day I became a full child soldier. I was injected with cocaine and then given an AK 47 riffle to carry. I started going to front lines killing people raping and do all sorts of bad things.

I never realized all that I was doing because I was filled with drugs. I became a captain in the jungle after 8 months and had my own group that I controlled. I became extra raw and thought of nothing but killing. We then set off to attack the main city. I liked to do this because I knew that there was a lot of money, fine houses and I could get all that I wanted there. We entered the city and the battle was a fierce one. I was not able to stand this and I was captured by the government forces.

My life in the jungle was very fierce. I was doing this, but it was not me that was doing all these things, but the drugs that were in me.



Case Study Reflective/Research Questions

1. How does this story make you feel? How would you react in such a situation?
2. Do you think the child should be held accountable for his actions? Why/why not?
3. What services would need to be in place to rehabilitate child soldiers?
4. In what countries are children forcibly recruited as child soldiers? How does this violate the UN Charter of Rights and Freedoms?
5. What are individuals doing to help to solve this problem? How could you get involved?
6. Why are children recruited into the army in these countries?

2.7 Art and Other Personal Reflective Writing Pieces



Visit the iEARN website to read more personal reflective writing pieces, to hear the child soldier song, and to view the artwork produced by child soldiers.

<http://www.childsoldiers.org/>

Image of a Child Soldier in the Democratic Republic of the Congo



Image Source: ICRC 31/08/2000 CICR/DI SILVESTRO, Jean-Patrick



2.8 Food for Thought...Did you know?

An estimated 500 000 people die each year at the barrel of a gun – in war zones, as well as in peaceful cities and in their own homes. Countless more are wounded, physically or emotionally, through the use of these weapons.
Source: Putting People First

At least 16 billion units of military ammunition were produced in 2001 along – more than two bullets for every man, woman, and child on the planet.
Source: Shattered Lives 19

In 2000, the total value of global small arms production, including ammunition was 11 billion dollars. *Source: Targeting the Scourge 5*

In June 2003, there were thought to be 24 million guns in Iraq, enough to arm every man, woman, and child, and they could be purchased for around US 10\$ each. *Source: Shattered Lives 18*

There are approximately 639 million small arms in the world today, produced by more than 1135 companies in at least 98 countries. Eight million new weapons are produced every year. Nearly 60% of small arms are in civilian hands.
Source: Shattered Lives 19

An average of US \$22 billion a year is spend on arms by countries in Africa, Asia and the Middle East, and Latin America – a sum that would otherwise enable those countries to meet the Millennium Development Goals of achieving universal primary education as well as targets for reducing infant and maternal mortality.
Source: Shattered Lives 34

In the last decade, two million children have been killed by small arms. More than five million children have been psychologically damaged, seriously injured or disabled in conflict; 22 million children have been displaced by war.
Source: Targeting the Scourge 5

300 000 children are fighting as soldiers. *Source: Targeting the Scourge 5*

An estimated 1300 people die per day, and an unknown amount of people suffer a range of debilitating and permanent injuries at the barrel of a gun.
Source: In the Line of Fire 9

In Africa alone, it's estimated that more than 100 million small arms lie beyond the control of national authorities. Many of the same weapons change hands in different conflicts and contribute to instability and the outbreak of armed conflict.
Source: www.humansecurity.gc.ca/pdf/small_arms-en.pdf

2.9 The Arms Industry – Big Business = Big Profit

“As you sit and read this page, 1,135 companies, in more than 98 countries, are manufacturing small arms, ammunition, and components. This figure is on the increase. In the last forty years, the number of countries producing small arms has doubled.”^{vii}

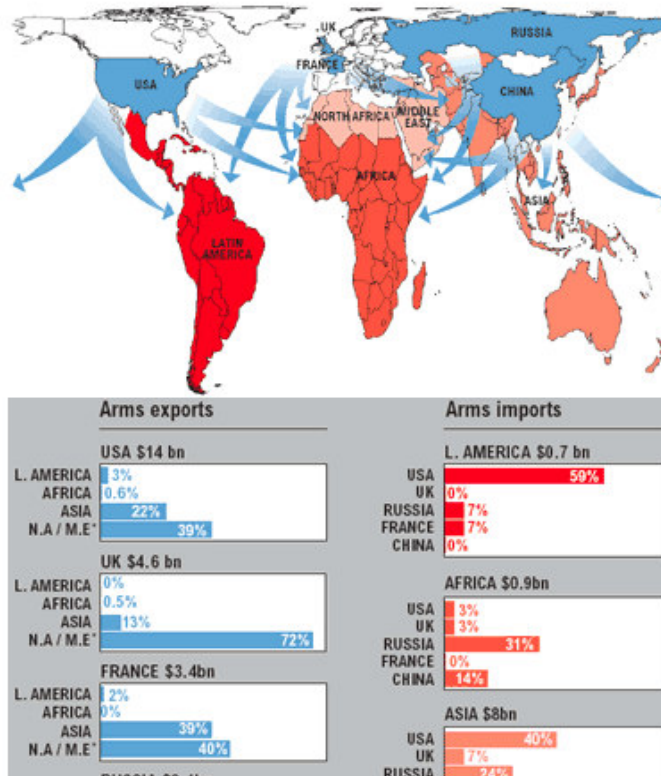


Image Source: Control Arms Campaign

http://www.controlarms.org/the_issues/movers_shakers.htm

Facts

- “USA, UK, France, Russia, and China are responsible for 88 per cent of reported exports of conventional arms.
- These countries are, ironically, the five permanent members of the United Nations Security Council.
- From 1998 to 2001, the USA, the UK, and France earned more income from arms sales to developing countries than they gave in aid.”^{viii}



Discussion Questions

1. Is it hypocritical to be a member of the UN Security Council and yet be the largest arms exporter? Why/why not?
2. Is the fact that these nations are giving aid diminished by the fact that they are profiting from arms sales?

2.10 Change in the International Landscape – Post 9/11

Did you know that most illegal weapons start off as legally traded weapons but then end up on the black market?

“Since 11 September 2001, some countries have relaxed controls in order to arm their new-found allies against terrorism. For example, the US government massively increased its military aid to dozens of armed forces including some which even their own State Department identified as having a ‘poor’ human rights record or worse. In the UK, British arms cleared for export to Indonesia rose from £2 million in 2000 to more than £40 million¹ in 2002, a twenty-fold increase, despite the gross pattern of human rights violations committed by the Indonesian armed forces.”^{ix}



Discussion Questions

1. *Does this surprise you? Does it make sense to supply nations with weapons when their human rights record is in question?*
2. *Why would a nation want to go to war to remove one country’s weapons while providing a different nation with weapons?*
3. *Is this hypocrisy?*
4. *If most illegal weapons start off as legally traded weapons, what can be done?*

¹ £40 million = 96.1 million CAD

2.11 🇨🇦 Think Nationally

2.11.1 What is being done in Canada, on small arms?



Canada has numerous domestic laws that protect its citizens from small arms.

"Canada limits handgun possession to target shooters, collectors, and those who can demonstrate a need of a gun for protection.

On Dec 1, 1998, Canada sought to make its gun ownership laws even tougher by introducing the Canada Firearms Act. This act states that all Canadians who want to purchase a gun have to apply for a license.

Similarly, those people who previously owned guns had to get a license for them as well.

2.11.2 Requirements for owning/buying firearms in Canada

In Canada, we have several requirements for owning/buying firearms:

- All gun owners and buyers must have a license
- All gun owners and buyers are required to take the Canadian Firearms Safety Course.
- Every gun must have a certificate of registration
- Present and past partners must sign the application. If the spouse refuses to sign the application, law enforcement officers must investigate."^x



Discussion Questions

1. What positive results do you think Canada is hoping for by imposing these laws?
2. Do you think these laws improve human security? Why/why not?

Glossary

Human Security

freedom from pervasive threats to people's rights, safety or lives.

Source: Project Ploughshares

2.11.3 Positive Results of New Canadian Laws

The Canadian government put these laws into place to achieve several important goals. Namely, they are hoping to make Canada safer.

The ten positive results from the new firearm regulations are:

- "Reduction in sale of stolen guns.
- Increased public safety by keeping guns out of the hands of person who should not own them.
- Making it easier to return stolen guns to the rightful owners.
- Enhanced charges and prison terms against criminals.
- Potential prevention of loss of life.
- Higher rate of solved crimes for crimes involving firearms.
- Reduced theft, unsafe storage and gun-related accidents.
- Overall increased public safety.
- Reduction of firearms smuggling.
- Put more police on the streets by reducing paperwork."^{xi}

2.11.4 National Firearms Registry

Canada also introduced a national firearms registry. This registry is a database that holds the serial numbers and purchaser's information in a centralized place.

This has been controversial because the registry has been much more expensive than the government anticipated.

To learn more about the gun registry, visit the URL below:

<http://www.cfc-ccaf.gc.ca/>



Discussion Questions/Debate

1. *Do you think the gun registry is a good idea? Why/why not?*
2. *Do you think it will prevent gun related incidences and gun crime? If so, how? If not, why not?*
3. *Hold a debate on the value of the gun registry. Some personas of key players include: gun owners (against/for), government, police (for), families of murdered children (for), taxpayers (against).*

2.11.5 Canada's International Initiatives

To address small arms problems on the international front, Canada is involved in many initiatives. The Department of Foreign Affairs, Human Security, and Peacebuilding Department is the national contact point for small arms. To learn more, please visit the following website.

http://www.humansecurity.gc.ca/conflictprev_armes-en.asp



Think Globally

How does the International Community go about Disarmament?

2.12.1 UN Role and Involvement

The international community carries out its disarmament efforts within the forum of the United Nations. The UN has been involved in negotiating many agreements in the area of small arms and light weapons. They are as follows:

Timeline of UN Role and Involvement

- 1979 UN Code of Conduct for Law Enforcement Officials
- 1981 Convention to ban the use of weapons deemed to be excessively injurious or to have indiscriminate effects. Includes certain types of ammunition that inflict greater suffering on victims, booby traps, and undetectable AP landmines
- 1990 UN Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
- 1992 Register of Conventional Arms published. It tracks imports and exports of seven categories of weapons: battle tanks, armored combat vehicles, large caliber artillery systems, attack helicopters, combat aircraft, warships, missiles and missile launchers (until MANPADS added in 2003, no SALW were included in reporting)
- 1995 *Wassenaar Arrangement – 33 States signed it – setting export controls for conventional arms and dual use goods and technologies*
- 1997 InterAmerican Convention against the illicit manufacturing of and trafficking in firearms, ammunition, explosives and other related material was approved by the Organization of American States annual assembly. This was the first regional treaty to address the serious problem of illicit flows of small arms and light weapons.
- 2001 *Un Conference on "Illicit Trade in Small Arms and Light Weapons"
UN Protocol Against the Illicit Manufacturing of and Trafficking in Firearms, their Parts, and Components and Ammunition*
Signed by Austria, Canada, Greece, Mali, Norway, Slovenia, South Africa, European Community
Arms Trade Treaty proposed

2.12.2 UN Conference on “Illicit Trade in Small Arms and Light Weapons”

At the UN Conference in 2001, many recommendations were made to address the problems of disarmament. Here are some of the highlights:

At the national level

- “put in place laws and procedures to control over the production of small arms and light weapons within their areas of jurisdiction, and over the export, import, transit or retransfer of such weapons,
- find people who are involved in making, trading, financing, smuggling illegal weapons and take appropriate legal action against them
- make sure that licensed manufacturers apply appropriate and reliable marking on each weapon during production
- ensure that good records are kept for as long as possible on the manufacture, holding and transfer of these weapons
- ensure responsibility for all small arms held and issued by the State and effective measures for tracing such weapons;
- take appropriate measures against any activity that violates a United Nations Security Council arms embargo;
- ensure that confiscated, seized or collected SALW are destroyed;
- ensure that armed forces, police put into place procedures to make their stocks secure
- develop and put into place effective disarmament, demobilization and reintegration programmes for former soldiers;
- address the special needs of children affected by armed conflict.

At the local level

- encourage regional negotiations with the goal of reducing and ending illegal weapons trade
- encourage the strengthening and establishing of moratoria in affected regions or sub-regions on the transfer and manufacture of SALW;
- encourage trans-border customs cooperation and net-works for information-sharing among law-enforcement, border and customs control agencies;

At the global level

- cooperate with the United Nations system to ensure the effective implementation of arms embargoes decided by the Security Council;
- encourage disarmament and demobilization of ex-combatants and their reintegration into civilian life;
- encourage States and the World Customs Organization to enhance cooperation with the International Criminal Police Organization (Interpol) to identify those groups and individuals engaged in the illicit trade in SALW in all its aspects;
- encourage international and regional organizations and States to facilitate the appropriate cooperation of civil society, including non-governmental organizations, in activities related to the prevention, combat and eradication of the illicit trade in small arms;
- promote a dialogue and a culture of peace by encouraging education and public awareness programmes on the problems of the illicit trade in SALW^{xii}.

2.12.3 Challenges of Negotiating in the International Community

Although the United Nations has done extensive work on small arms, challenges remain in negotiating treaties in the international sphere. The UN is made up of states, so actions by the UN depend on the will of Member States, to accept, fund or carry them out. Countries must freely enter into agreements. Even when nations have entered into such agreements, there may be no procedures in place to ensure that individual states carry out the action that they have promised.

For example, "The United Nations Security Council has imposed arms embargoes approximately 15 times since 1965. Violations against these embargoes are well documented and the Security Council has recently begun to try to improve methods of supervision"^{xiii}.

Glossary

Embargo

a government restriction or restraint on commerce, especially an order that prohibits trade in a given commodity or with a particular nation

Source: *Oxford Dictionary*

2.12.4 Working alongside the UN....NGOs hard at work



Civil society groups, individual civilians, and NGOs back up the work that is being undertaken by UN member states.

Non Governmental Organizations (NGOs) are frustrated by government inaction and are hoping to encourage the international community to adopt a global Arms Trade Treaty in time for the 2006 UN conference on small arms.

Currently, arms control is left to national governments. Because many countries have weak arms legislation that is full of loopholes, if one country does not supply arms to a particular buyer, there is always another supplier waiting in the wings.

As a result, the NGOs have the goal of trying to prevent governments from authorizing 'legal' sales of arms to recipients who are in violation of existing human rights and humanitarian laws.

NGOs are pressing to see that states, at a minimum:

- publish detailed annual reports about their small arms exports.
- work towards a universal treaty on marking and tracing and brokering.
- put in place principles that would stop small arms transfers to countries where there are serious human rights violations taking place.
- maintain a reduction in police and government corruption by ensuring government police and armed forces uphold international standards.^{xiv}

To Read More about the Proposed Arms Trade Treaty, visit the following site:
http://www.controlarms.org/the_issues/whats_wanted.htm



Projects/Activities

3.1 Case Study – Newspaper Articles

Please see the relevant links on the website to download the news articles and to download the discussion questions, as printed below. Read the news article and answer the following discussion/research questions.

3.1.2 Case Study –Gun Violence in Toronto

<http://www.canoe.ca/CNEWS/Law/2003/12/31/301091.html>

Questions for Discussion/Research

1. *What causes youth to join gangs?*
2. *What would you do to discourage youth from joining gangs and engaging in gun violence?*
3. *Archibald says 'it won't be the cops who stop the arms rage. We need help from the public'? Do you agree or disagree. State your reasons*
4. *What groups need to work together to combat gun violence?*
5. *What type of programs would you suggest to combat gun violence?*
6. *What are Canada's current laws with respect to gun ownership and gun control?*
7. *What initiatives are going on in your local community/province to promote gun control? (gang violence, domestic violence)*
8. *What more could we be doing to ensure guns stay off the streets?*

3.2.2 Case Study –News Article- School Shooting in Taber Alberta

Tragedy in Taber

<http://www.cbc.ca/news/background/taber/>

Questions:

1 What details are known about the events leading up to the shooting in Taber, Alberta, during and after the school shooting?

2 What is known about the shooter or shooters? Their personalities, problems?

3 What investigative, community steps are being taken to better understand this type of violent act?

4 How, in your opinion, might this violent act have been prevented? What can we, as students, teachers, community members, do now to help prevent such acts in the future?

3.3 Editorial – Opinion Piece

3.3.1 "Like It Is"

22 May, 1999

Headline printed by *St. Albert Gazette*:

<http://www.babelloyd.com/likeitis/likeitis0029.html>

3.3.2 Editorial – Opinion Piece "Like It Is"

Discussion / Research Questions:

- 1. What counseling services exist at your school and in your local community for adolescents at risk?*

- 2. Does your school have an Anti-Bullying program? If the answer is "no" investigate a program for implementation. If "yes"-research other school's programs to find good ideas for your school.*

- 3. Do you agree with the writer's position that abusers must be punished so that there are no shooters to punish? State your reasons.*

- 4. Discuss incidences of and solutions for verbal/physical abuse in your school.*

3.4. Case Study – Small Arms and Light Weapons (SALW)

Weapons Trade in Programs

3.4.1 (SALW) Background

Small Arms and Light Weapons are a major cause of human suffering around the world, accounting for over half of casualties in modern conflicts. For examples of SALW, please see the Glossary on page 5.

The widespread availability and misuse of SALW poses a great risk to conflict-prone countries, resulting in the death of innocent civilians, shattered communities and the setting back or even reversal of hard-won development gains. Their existence severely undermines the process of development, jeopardizes international stability and contributes to the globalization of human insecurity.

Canada is taking a comprehensive approach to address the proliferation of small arms at the global, regional and national levels. This approach involves examining the small arms issue from three different perspectives: arms control, crime control and human security.

The weakening of states and communities as a result of poverty and political instability contributes to the demand for SALW and is, in many cases, exacerbated by secondary factors including: environmental degradation, unsustainable and/or criminal resource exploitation, population growth, and disease.

A link also exists between SALW and the use of children as combatants. Efforts are underway to hold state actors more accountable for the end use of the weapons they transfer into the wrong hands.

See UNDP website for more materials on small arms – www.undp.org/bcpr/smallarms/

3.4.2 The Situation

Canada is a significant contributor to the North Atlantic Treaty Organization (NATO) mission in Bosnia-Herzegovina, known as the Stabilization Force, or SFOR. Canadian troops first came to the Balkans in February 1992 as part of the United Nations Protection Force (UNPROFOR), which was formed to protect non-combatants during the wars that tore apart the former Republic of Yugoslavia.

With the signing on December 14, 1995, of the General Framework Agreement for Peace at Paris, after negotiations conducted at Dayton, Ohio, NATO entered Bosnia-Herzegovina with the 60,000-strong Implementation Force (IFOR) to ensure that the belligerent parties complied with its terms. Since then, the NATO mission has undergone a name change and several reductions in strength; SFOR now totals about 12,000, including 1,394 Canadians: 1,220 Canadian Forces members and 174 civilians.

SFOR is part of a major international effort to help Bosnia-Herzegovina reshape itself as a democratic European nation. The SFOR mission is to maintain a safe and secure environment in Bosnia-Herzegovina so that new national institutions may take root, grow and function, thus promoting peace. Specifically, the presence of SFOR troops permits people to go about their daily business without fear. Although the fighting ended years ago, Bosnia-Herzegovina remains dangerous, with something like 800,000 landmines still to be located and made safe, and civil authorities such as the police, judiciary and municipal government struggling to reach European standards.

The Canadian area of responsibility is in the northwest corner of Bosnia-Herzegovina, a rugged, mountainous area of about 6,000 square kilometres -slightly larger than Prince Edward Island. The main activity of Canadian soldiers is patrolling the towns, villages and countryside, meeting and talking to people and noting what's going on.

The Canadian presence helps the people of Bosnia-Herzegovina to focus on rebuilding community infrastructure - schools, roads, power-distribution systems, sewers. They also coordinate projects and distribute goods donated by the people of Canada, thus contributing significantly to the local standard of living.

In addition, to help the country return to a state of normalcy, the patrols also locate and seize illegal weapons. However, more important is convincing the local population to voluntarily turn in their SALW.

3.4.3 Activity: Design a Disarmament Program

This activity will allow students to design a disarmament program for the country of Bosnia to encourage the civilian population to hand in illegally held weapons, explosives, and ammunition.

The steps below need a lot of work, but the aim is to get students thinking about the factors hampering the progress of a disarmament program e.g., conflicts, crime, etc., and also for students to come up with unique ideas to convince locals to turn in their weapons (e.g., guns for jobs program, etc.)

STEPS

1. Divide the class into smaller groups. The teacher can select a student to act as Chair (the Chair would record the possible solutions that are discussed)
2. Have the groups meet in private. Discuss the impact and consequences of the proliferation of small arms: e.g., on the safety and development of children physical and psychological toll, crime, etc.
3. Develop a list of Human Security issues that possibly contribute to the SALW issue, e.g., poverty.
4. Instruct the students to discuss the issues that can hamper a disarmament program, e.g., ongoing tensions, crime, etc.
5. After the groups have outlined the issues, consequences and factors involved, they will discuss possible solutions. The students will design a disarmament program to convince the local population to hand in their SALW.
6. Following this, the class will meet again in a group. All groups will present, while each group will be assigned to evaluate or critique the solutions that are raised. The Teacher will hold an open discussion following the presentations.
7. After this discussion, the groups will meet again to discuss the presentation they were assigned. How did their approach differ? What were some of the key proposals?
8. Have the groups meet for a final negotiation. Each group gets a chance to make statements regarding their assessment of the other group's solution. Open the floor for a final discussion, and see if the group can decide on the top 5 solutions presented.

3.4.4 Post-Activity Discussion Question

1. *How did the various solutions differ from group to group?*

EXTENSION ACTIVITIES

- Do a research project on child soldiers
- Research the opportunity cost of military spending on arms
- Debate: Should Canada should sign the Arms Trade Treaty?
- Debate: Should any Western government give military aid to countries or groups who use child soldiers?
- Using the information learned about gun violence in society, create a school or community project to help end gun violence.
- Describe your ideal society that would be free from gun violence.
- Create a video/webpage/awareness pamphlet on gun violence and solutions
- Investigate a community in Canada that is plagued with high incidences of hand gun deaths. Research the problem and design several community based solutions for addressing the issue of gun violence.
- Create a campaign to raise student awareness on the issue of gun violence. Campaign elements could include: creation of public service announcement for outside media outlets, create student surveys on the topic, design promotional materials (posters, signs, video clips), announcements over school PA system.
- Create a presentation on gun safety and teach it to a middle/elementary school.

Resources

Websites

Adult Wars, Child Soldiers

UNICEF Report that Interviews Child Soldiers

http://www.unicef.org/publications/pub_adultwars_en.pdf



Canada Firearms Centre

<http://www.cfc-ccaf.gc.ca/en/default.asp>



Department of Foreign Affairs and International Trade

<http://www.dfait-maeci.gc.ca/arms/convweap-en.asp>

Peace Education – UN Cyberschoolbus

<http://www0.un.org/cyberschoolbus/peace/index.asp>

United Nations - Small Arms and Light Weapons

<http://disarmament.un.org:8080/cab/salw.html>

United Nations – Small Arms Conference Database

<http://www.smallarmssurvey.org/databases.htm>

<http://disarmament2.un.org/education/index.html>

War Affected Children

http://www.epals.com/waraffectedchildren/?dfait165x90_en.jpg

Warchild

<http://www.warchild.ca/>

Interactive

Child combatants - Photoessay

<http://hrw.org/photos/2003/colombia/>

Online Learning Module

http://66.46.139.212/ploughshares/acu_home1.cfm

PhotoGallery

Small Arms Exhibit Online

<http://www.unicef.org/smallarms/exhibit/html/sa06/index.html>

United Nations – Disarmament Education (powerpoint presentations)

<http://disarmament.un.org:8080/education/>

Advocacy – NGOs

Carnegie Endowment for International Peace
<http://www.ceip.org>

Carter Center
<http://www.cartercenter.org>

Coalition to Stop Child Soldiers
<http://www.child-soldiers.org/>

Control Arms Campaign
<http://www.controlarms.org/>

International Committee of Red Cross
<http://www.icrc.org>

International Action Network on Small Arms (IANSA)
<http://www.iansa.org>

Norwegian Initiative on Small Arms Transfer
<http://www.nisat.org>

Project Ploughshares
<http://www.ploughshares.ca/>

United Kingdom Gun Control Network
<http://www.gun-control-network.org>

UN Special Representative of the Secretary-General for Children and Armed Conflict
<http://www.un.org/special-rep/children-armed-conflict/index.html>

Videos:

Children in the Crossfire (Length: 9:30) Free to order
http://www.humansecurity.gc.ca/jeunesse_teachers_vidorder-en.asp

Child Soldiers: Invisible Combatants
<http://www.cdi.org/adm/1042/index.html> (US \$29)

Child Soldiers: Through Innocent Eyes
<http://www.worldvision.ca/home/EducationalResources/resources.cfm?ID=151>
(\$45 – includes study guide and activities)

PBS Video – In the Mix
http://www.pbs.org/inthemix/educators/livedie_gun.html

Welcome to Columbine
Topic – Gun Violence in America
Discussion Topics and Related Essay Topics
<http://www.bowlingforcolumbine.com/library/teachers/page.php?content=03>

Endnotes

ⁱ We the Peoples: the role of the UN in the 21st Century, page 52, Millennium Report to the United Nations General Assembly.

ⁱⁱ UN Basic Disarmament Guide
<http://disarmament.un.org:8080/ddapublications/guide.pdf>

ⁱⁱⁱ <http://www.dfait-maeci.gc.ca/arms/convweap3-en.asp>

^{iv} <http://www.dfait-maeci.gc.ca/arms/convweap3-en.asp>

^v <http://www.controlarms.org/>

^{vi} http://www.saspcan.org.za/child_soldiers.htm

^{vii} <http://www.controlarms.org/>

^{viii} <http://www.controlarms.org/>

^{ix} http://www.controlarms.org/the_issues/excuses.htm

^x <http://usgovinfo.about.com/library/weekly/aa030500a.htm>

^{xi} <http://usgovinfo.about.com/library/weekly/aa030500c.htm>

^{xii} ^{xii} http://www.canadainternational.gc.ca/Non-Proliferation_Arms_Control_and_Disarmament-en.asp

^{xiii} Centre for Humanitarian Dialogue. Putting People First Human Security Perspectives on Small Arms Availability and Misuse. New York: Ocean Printing Company, 2003. 28.

^{xiii} Centre for Humanitarian Dialogue. Putting People First Human Security Perspectives on Small Arms Availability and Misuse. New York: Ocean Printing Company, 2003. 43.